

February 1, 2000

To: Project Directors of Districts, Principals Operating  
SB 65 Pupil Motivation and Maintenance (M&M) Programs

From: Susan M. Bennett, Program Administrator  
Educational Options Office  
(916) 322-5015

Subject: **Competitive Pupil Motivation and Maintenance (M&M) Program Application  
for Fiscal Year 2000-2001**

Enclosed are the instructions and competitive application forms for the SB 65 School-Based Pupil Motivation and Maintenance (M&M) grant for fiscal year **2000-2001**. Competitive schools applying for this funding are to return this application and accompanying support documents by May 15, 2000. Schools applying for funding for the first time must also complete the entire application, providing the same supporting documents as continuing programs. Schools that will not be reviewed competitively will receive a different application. The competitive application will be judged on the student performance data and school processes that demonstrate the strength of the school's M&M program.

As part of the completed **2000-2001** application, schools must attach the following appendices at the end of the application (following page 33): Appendix A, thirty-five or more Student Study Team Summaries with their follow-up meeting minutes; Appendix B, School Site Council Minutes; and Appendix C, Evidence of School-Based Coordination of Services. Appendix D, CDPN Conference Model Program Submission is optional.

The **2000-2001** M&M grant for each school will be \$50,000, reduced by the amount of unexpended grant funds reported by the school to the California Department of Education on the 1999-2000 Expenditure Report. **No application will be accepted after the May 15, 2000 deadline. Applications must be received no later than 5:00 p.m. at the Educational Options Office in Sacramento on that date.** Mail or return the application to:

Marco Orlando, Consultant  
California Department of Education  
Educational Options Office  
660 J Street, Suite 400  
Sacramento, CA 95814

Should you need additional assistance or have further questions, please call Marco Orlando at (916) 323-2212 or Margarita Garcia at (916) 323-5029.

Attachments

SMB: mjo

c: District Superintendents

## **Instructions for Completing the 2000-2001 Competitive Motivation and Maintenance Application**

*(Do not include this page with your application.)*

1. Submit the application in a two-inch, three-ring binder. Use dividers to indicate the major sections. Clearly identify the application section number, section name, and page number of additional pages requested. No applications will be accepted if received after the deadline of 5:00 p.m. on May 15, 2000 at the Educational Options Office in Sacramento.
2. Limit the application to 8 1/2" x 11" pages, with a one-inch margin. For narrative pages, please use double-spaced or 1 and 1/2- spaced lines and a 11- or 12-point font that does not exceed six lines per inch. Pages must be clearly numbered. Deductions will be made for applications that are incorrectly sequenced, are difficult to read, lack signatures, or required items, or have incorrect signatures.
3. There are gaps in the pages in the application to allow applicants to insert narrative descriptions of the section content requested. Please number your narrative insertions in the sequence requested and clearly identify the section corresponding to the page number(s) provided in the application.
4. Submit components of the application in the following order:

### **SECTION I: FORMS**

Page 1. Your school's cover page with the name of the school district and school. (Attach a stamped, self-addressed post card.)

Page 2. School Board Plan Approval and Assurance Statement

Page 3. School Site Council Assurance Statement.

Page 4. Proposed Program Budget

Page 5. Personnel List

Page 6. Expenditure Report. *This report is not due to the California Department of Education (CDE) until July 31, 2000.*

### **SECTION II: 1999-2000 END-OF-THE-YEAR REPORT**

Page 7. Program Information

Pages 8-10. M&M Program Documentation and Outreach Consultant Information

### **SECTION III: COORDINATION OF SERVICES**

Pages 11-13. Narrative explaining how state funds and/or services are coordinated at the school site

### **SECTION IV: RESILIENCY FACTORS**

Pages 14-15 Description of the Resiliency Factors and Student Assets

#### **SECTION IV: RESILIENCY FACTORS**

Pages 16-18. Narrative describing school programs and services that foster student resiliency

#### **SECTION V: STUDENT SUCCESS TEAMS**

Page 19. Explanation of Student Success Team and Student Learning Levels

Pages 20-21. Narrative describing the Student Study Team (SST) process at the school

#### **SECTION VI: STUDENT LEARNING LEVELS**

Page 22. 1999-2000 Standards-Based School Achievement Summary

**Page 23. 1999 Academic Performance Index (API) School Report Form**

Pages 24-26. Narrative describing student learning levels at the school

#### **SECTION VII: SCHOOL SITE COUNCIL**

Page 27. Explanation of School Site Council and Quality Innovative Programs

Page 28. Narrative providing a reflection and analysis of the role of the School Site Council

#### **SECTION VIII: QUALITY INNOVATIVE AND PARENT PROGRAMS**

Page 29. Explanation of School Goals

Page 30-31. Narrative describing quality parent programs and/or services at the school

#### **SECTION IX: SCHOOL GOALS**

Page 32. Narrative describing the site's schoolwide goals for the 1999-00 school year

Pages 33. Model Program Concurrent Session Proposal

#### **SECTION X: APPENDICES**

Appendix A: Student Study Team (SST) Summaries with the follow-up documentation directly attached to those summaries. Please number each SST summary sheet and follow-up meeting on the top right corner of the document. For example, the first SST summary sheet and follow-up meeting would be identified as number 1. **To maintain confidentiality, you must black out the last name of the student and parent on all SST forms.**

Appendix B: School Site Council (SSC) Minutes. Indicate whether a member is a student or parent by circling the appropriate designation. A point will be deducted if reviewers are unable to determine the correct membership of the SSC.

Appendix C: Evidence of School-Based Coordination of Services, including agendas, minutes, student assignments, memoranda of understanding with outside agencies, etc. This material, a maximum of five pages, should include evidence that student and family needs are the major topic of these meetings. **Student identifiers and families' last names must be blacked out in these documents.**

Appendix D: California Dropout Prevention Model Program Concurrent Session submission (optional), including student performance evidence that the program has been effective.

**SB 65 School-Based Pupil Motivation and Maintenance Program  
2000-2001 Competitive Application Assurance Checklist**

**(Do not include this page with your application.)**

All applicants must submit the following items as part of their **2000-2001** Motivation and Maintenance program application to the Educational Options Office no later than 5:00 p.m. Monday, May 15, 2000. Late applications, competitive or non-competitive, will not be considered for funding. Applications that do not follow instructions may have points deducted from their holistic score. **Please retain a copy of the application at your school.**

**End of the Year Report.** Submit the application and End-of-the-Year Report forms, including narratives, in the sequence identified in the instructions. Although you must respond to all elements in the application, it is not necessary to use the maximum pages allowed. The page numbers should correspond to the numbers listed in the instructions.

**SB 65 Assurances.** Complete the assurances and forms provided in this application. Submit copies of all Student Success Team (SST) summaries and their followup meeting documentation after page 33 as Appendix A of this application. Place each follow-up form immediately behind its corresponding initial SST summary sheet in chronological order. The school board must review, approve, and sign the School Board Plan Approval and Assurance Statement. Attach a signed copy of the board approval to each application submitted by your district. This form may be submitted after the deadline date with the prior approval of the Educational Options Office.

**School Site Council Composition.** The School Site Council (SSC) must review and approve the **2000-2001** Pupil Motivation and Maintenance application. The composition of the SSC is a compliance item. The SSC must be constituted exactly as required by law. Programs with improperly composed SSCs will have a point deducted from their application's holistic score. *If you are uncertain of the correct composition of your School Site Council, contact Marco Orlando at the Educational Options Office for assistance.*

**Proposed Budget for FY 2000-2001.** Use the attached form to report the budget for the 2000-2001 year. The school must report unexpended M&M grant funds from 1999-2000 to the California Department of Education in the column indicated. The budget must be approved by the School Site Council and that approval must be recorded in the SSC minutes and signed its chairperson.

**Personnel List.** Use this form to report changes of personnel at your school. Include telephone, fax number, and address changes as well.

**Expenditure Report.** *Schools may submit the final expenditure form **after** the May 15, 2000 due date for the M&M application.* Each school must submit the expenditure form (CDE-101-A) provided in this application to report 1999-2000 program expenditures *no later than **July 31, 2000.*** Be sure to identify the unexpended amount from 1998-99 carryover and 1999-2000 expenditures in the columns indicated. The amount reported as unexpended on line 12 of the 1999-2000 column should be the same as the amount reported on the proposed budget form. Clearly indicate both the amount of the indirect cost and the indirect rate used by the school district. Grant letters for **2000-2001** year cannot be sent to your school district until this form has been submitted to the Educational Options Office. *If you have questions regarding your expenditure report, contact Margarita Garcia at (916) 323-5029 for assistance.*

## SCHOOL BOARD PLAN APPROVAL AND ASSURANCE STATEMENT FOR DISTRICT MOTIVATION AND MAINTENANCE PROGRAMS

The signature of the Board of Trustees/School Board President or designee verifies that the Board has reviewed and approved the SB 65 School-Based Pupil Motivation and Maintenance (M&M) Program Plan of the school(s) listed below. With these signed assurances the school district accepts liability for the return of funds used for purposes other than those identified in this application.

\_\_\_\_\_  
Name of School District

\_\_\_\_\_  
Name and Title of School Board President/Designee

\_\_\_\_\_  
Signature of School Board President/Designee

\_\_\_\_\_  
Date of Action

List of approved SB 65 School-Based Pupil Motivation and Maintenance school application(s) for your district for **2000-2001**.

Name of School	School Address	Grade Level(s)
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**The deadline for the submission of this application to the California Department of Education is 5:00 p.m. on May 15, 2000. No applications received after this time will be eligible for consideration.**

## SCHOOL SITE COUNCIL ASSURANCE STATEMENT 2000-2001

School	Date
District	CDS Code      —      — <small>Assigned number in the California Public School Directory</small>
School Principal	Telephone (      )

### Composition of the School Site Council

Every School-Based Coordinated program must have a School Site Council (SSC) composed equally of school staff and parents / students. All members of the SSC are elected by their peers (teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff person who is neither the principal nor a teacher. The parent membership at an elementary school must equal the total school staff membership. At middle and high schools, students must comprise half of the parent and student membership. A community member may take the place of a parent if chosen by parents of students currently attending the school. (*Reference: School-Based Programs, Coordinated Compliance Monitoring Review Manual.*)

The minimum number of SSC members for an elementary school is **ten**; for a middle or high school it is **twelve**.

Type or print the full name and current position each individual held in the 1999-2000 SSC.

Principal	Parent
Teacher	Parent
Teacher	Parent
Teacher	Parent/ Student (Circle One)
Teacher	Parent/ Student (Circle One)
Other	Parent/ Student (Circle One)

*We, the above, attest that we have reviewed and approved the SB 65 school plan, budget and role description of the outreach consultant position by a majority vote. We were the duly elected School Site Council for the SB 65 School-Based Pupil M&M Program Plan at our school .*

Printed name of the SSC Chairperson	SSC Position (e.g., parent, teacher)
Signature of SSC Chairperson	Date

**SB 65 School-Based Pupil Motivation and Maintenance Program  
2000-2001 Proposed Budget**

Complete one report for each school.

\_\_\_\_\_  
Name of School

CLASSIFICATION	2000-2001 Grant	1999-00 * Carryover
1000 Certificated Outreach Consultant Salary		
2000 Classified Outreach Consultant Salary		
3000 Employee Benefits		
Personal Services Contract for the Outreach Consultant		
4000 Books and Supplies for the personal library of the Outreach Consultant (cannot exceed \$1,000)		
5000 Services and Other Operating Expenditures ORC staff development/ conferences ORC mileage (job-related)		
Indirect Cost District Indirect Rate _____%		
<b>Total Grant</b>		

*Total of the two columns should be \$50,000*

Pupil Motivation and Maintenance funds shall not be used for capitol outlay.

\*Refers to unexpended grant funds reported on the 1999-2000 Expenditure Report Form CDE-101-A.

Printed or typed name of the SSC Chairperson	Parent/Staff Position
Signature of 1999-2000 SSC Chairperson	Date

**2000-2001 Personnel List**  
**SB 65 School Based Pupil Motivation and Maintenance Program**

<b>Name of School District</b>		
<b>Name of Superintendent</b>		
District Address	City	Zip
Telephone ( <i>include area code</i> )	Fax #	
<b>Name of District Business Manager/Grants Officer</b>		
Title		
District Address	City	Zip
Telephone ( <i>include area code</i> )	Fax #	
<b>Name SB 65 District Coordinator</b>		
Title		
Address	City	Zip
Telephone ( <i>include area code</i> )	Fax #	
E-mail address		
<b>Name of School</b>		
		CDS Code
Name of School Principal		
School Address	City	Zip
School Telephone ( <i>include area code</i> )	Fax #	
Name of Outreach Consultant		
Outreach Consultant Telephone ( <i>include area code</i> )		Fax #
E-mail address		

☐

Check this box if the outreach consultant is new to the school.

☐

Check this box if the principal is new to the school.

☐

Check this box if this school is part of a new K-12 Cluster application.



**EXPENDITURE REPORT FOR FISCAL YEAR 2000-2001**

District Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Program: *SB 65 Pupil Motivation and Maintenance Outreach Consultant Grant****DUE JULY 31, 2000***

Objects of Expenditure: (Enter Dollar Amounts Only)			
Account No.	Classification	1999-2000	1998-99 Carryover
	<b><i>Certificated Personnel Salaries (Outreach Consultant only)</i></b>		
1900	Other Certificated Salaries	\$	\$
	Other (please specify)	\$	\$
	Other (please specify)	\$	\$
	<b><i>Classified Personnel Salaries (Outreach Consultant only)</i></b>		
2900	Other Classified Salaries	\$	\$
	Other (please specify)	\$	\$
	Other (please specify)	\$	\$
	<b><i>Employee Benefits (Outreach Consultant only)</i></b>		
3100	State Teachers' Retirement System	\$	\$
3200	Public Employees Retirement System	\$	\$
3300	Old Age, Survivors Disability, and Health Insurance	\$	\$
3400	Health and Welfare	\$	\$
3500	Unemployment Insurance	\$	\$
3600	Workers' Compensation Insurance	\$	\$
	FICA	\$	\$
	Other (please specify)	\$	\$
	Books and Supplies		
	<b><i>(Personal Library of the Outreach Consultant)</i></b>		
4200	Other Books	\$	\$
4500	Other Supplies	\$	\$
	<b><i>Services and Other Operating Expenditures</i></b>		
5100	Contracts for Personal Services of Consultants	\$	\$
5200	Travel and Conference (not to exceed \$1000)	\$	\$
5300	Dues and Memberships	\$	\$
5800	Services and Operating Expenditures (specify)	\$	\$
	Mileage (intra-district travel)	\$	\$
<b><i>Indirect Costs</i></b> Indicate District Rate _____ % (As reported on the J-380 Program Cost Allocation Form)		\$	\$
<b>TOTAL EXPENDITURES</b>		\$	\$
<b>1999-2000 GRANT AWARD</b>		\$	\$
<b>AMOUNT UNEXPENDED</b>		\$	\$

CERTIFICATION: I certify that I am the duly appointed representative of the above named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with Chapter 12 (commencing with Section 52890) of Part 28 of the Education Code, notwithstanding the schedule set forth in Section 54723 of the Education Code.

Name and Position of person completing this report

Telephone ( )

Signature

Date

## *Pupil Motivation and Maintenance Program 1999-2000 End-of-the-Year Report*

School	School District
Address	County
City                      State                      Zip	CDS Code       -       - <small>Assigned number reported in the <i>California Public School Directory</i></small>
Telephone                      Fax (     )                      (     )	Name of School Principal
Name of Outreach Consultant	District Contact

Education Code Section 54734 requires the California Department of Education (CDE) to perform program quality reviews for those schools implementing the Pupil Motivation and Maintenance (M&M) Program. This reporting form is part of the review and funding process for schools that are competing for funding in the **2000-2001** program year. Competitive schools are required to complete this report and submit written narrative about their 1998-99 progress in dropout prevention activities. Please complete and return this form to CDE by **May 15, 2000**.

**Data Collection.** Following the recommendations of the 1994 Improving America Schools Act (IASA), the M&M program asks schools to collect and report learning data from their multi-funded student populations (e.g., Title I, Special Education, Bilingual LEP students). This year the reporting form will be identical to the Consolidated Application Form II. This information is required by CDE Coordinated Compliance Reviews and Title I Schoolwide Program Applications. **A copy of this information should be retained at your school after submission of this report as it will serve as baseline data for future reports.**

### SECTION II: PROGRAM INFORMATION

**A. Enrollment:** Enter the total number of students enrolled at your school during each year and indicate the type of school:

1998-99       1999-00       Year-Round School       Traditional

**B. Ethnicity:** Enter the percentages for each group represented in your school population (e.g., 52.5%).

<input style="width: 50px;" type="text"/>	African American	<input style="width: 50px;" type="text"/>	Hispanic
<input style="width: 50px;" type="text"/>	Asian/Pacific Islander	<input style="width: 50px;" type="text"/>	Native American
<input style="width: 50px;" type="text"/>	White (not Hispanic)	<input style="width: 50px;" type="text"/>	Alaskan native

- A. Attendance** Enter the average daily attendance percentage figure routinely reported to your district for the month, averaged for the total school year for the last three school years:

1997-98		1998-99		1999-2000	
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On a separate page (**page 9**) please report in narrative form:

1. How successfully did your school meet its attendance goals for 1999-2000?
2. What positive incentives did the school employ to meet those goals?
3. If the school did not meet its attendance goals, identify the remedies planned.
4. Explain how parents, mentors, and other were used to help with attendance support.

- B. Attitude** (Student Behavior) Please provide the cumulative number of days of suspension and expulsions the school assigned for the last three years. Compute the average number for suspensions and expulsions for the first two years and compare it with 1998-99. The plus sign (+) indicates an increase, the minus sign (-) a decrease.

Days In-school suspensions		Days Regular suspensions		Average days suspension for 1997-98 & 1998-99	
1997-98				Suspensions in 1999-00	
1998-99				Actual Increase/Decrease	
1999-00				Average expulsions for 1997-98 & 1998-99	
Students Expelled				Expulsions in 1999-00	
1997-98		1998-99		Actual Increase / Decrease	
			1999-00		

On a separate page (**page 10**) please report in narrative form:

1. What were your student behavior goals for 1999-2000? Were they achieved?
2. Summarize the positive efforts made to reduce student conflict and increase school safety.
3. If the school did not meet its student behavior or safety goals, what solutions are planned?
4. Explain how parents, mentors and other staff were used to help with behavior support.

- C. Transiency.** Record the number of students who entered or exited school without completing the full year in 1997-98, 1998-99, and 1999-2000 (**through April 15, 2000**). Use a consistent measure aligned to your school calendar.

1997-98		1998-99		1999-00	
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## OUTREACH CONSULTANT (ORC) INFORMATION

**Outreach Consultant:** ☐ Male ☐ Female ☐ **Years in ORC position at current school**

H.S. Diploma		A.A. Degree		B.A./B.S. Degree		M.A./M.S. M.S.W.		Ph.D./Ed.D.		Credential		
Classified		Credentialed		Contract Position		One Person		Two People				
DPS Certificated		ORC salary and benefits				\$						
Principal has been at the school for					years and has attended					SB 65 conferences		
ORC has had formal M&M training				Yes		No		and has attended				SB 65 conferences

**SECTION III: COORDINATION AND INTEGRATION OF SERVICES**

All M&M schools are School-Based Coordinated Program Schools and are expected to coordinate and integrate state funds and/or services. Federal funds may be coordinated only by Title I Schoolwide Project Schools.

1. List **all** the categorical funds provided at your school and the dollars allocated.

<b>Categorical Program</b>	<b>1998-99 Funding</b>	<b>1999-2000 Funding</b>
a. SB 65 Motivation and Maintenance		
b. _____		
c. _____		
d. _____		
e. _____		
f. _____		
g. _____		

2. M&M Schools are asked to coordinate and integrate services and resources provided by state categorical funds (e.g., School Improvement, Bilingual funds) to meet student and family needs. The M&M program requests that this be done in regular, formal meetings (e.g., a “coordinating service council”) made up of state-funded and federally-funded personnel (only if your school is a “Title I Schoolwide Improvement Project). List the names of the members of your school’s coordination team, their positions, and the categorical program that funds them on the spaces provided below. Add additional team members on a second copy of this page, numbered 11a.

**Coordinating Team includes:**

<b>Name</b>	<b>Position</b>	<b>Program</b>

3. Use a maximum of two pages, double-spaced ( pages 12 & 13 ) to explain the operation of your formal coordination of service meetings in a narrative fashion. Include the scheduled time and frequency of meetings. This narrative should refer to evidence that student and family needs are the major topic of these meetings. Explain how the school integrates its categorical programs to provide schoolwide services and report any positive consequences and the measurable results that are attributable to this integration of programs and services. To provide evidence of these meetings please include verification documentation at the end of this application (List as Appendix C) such as minutes, agendas, sign-ins etc., for the program integration and coordination-of-service meetings (a maximum of 5 pages).

## SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT

The following strategies, programs and services build personal assets and resiliency among students in at-risk circumstances. In a three-page narrative describe any programs and services at your school that support the assets and strategies listed below. Document any student attendance, attitude, or academic improvement you have noticed by recognizing student assets or programs that develop assets among students employing these strategies. Emphasize any quantitative student performance improvement results. Cite the pertinent asset development strategies in parenthesis after describing each program and or service. For example, after describing a parenting class, add “*reference factors 1, 2*”; or, following a description of a student award program add “*reference factor 1*”. Use a maximum of three double-spaced pages to describe resiliency and asset development programs and services at your school (**pages 16, 17, and 18**).

### 1. Pro-Social Bonding

- a. Increase bonds of connectedness between family members, between school and students, and between students and other positive, pro-social bonding groups or activities.
- b. Staff see themselves as nurturers and work to build positive relationships with students.
- c. Many before, after, and in-school activities are available to students.
- d. The work day is structured to promote meaningful interactions among staff.
- e. The school creates positive bonds with families.
- f. The physical environment of the school is warm, positive, and inviting.

### 2. Teaching “Life Skills”

- a. The staff teaches refusal skills, assertiveness, healthy conflict resolution, decision making, stress management, how to make friends, and how to find and interview for a job. The qualities of a good employee are consistently taught to students in a format that emphasizes role playing and relevance to “real life” situations.
- b. Cooperative learning, i.e., learning focusing on both social skills and academic outcomes, is effectively utilized.
- c. Cooperation between staff is emphasized and encouraged. The staff supports the need for continuous skills development related to effective organizational functioning and effective teaching.
- d. The school offers staff development opportunities on effective organizational change. Participation is encouraged, based on self-identified needs for skill development .

### 3. Clear, Consistent Boundaries

- a. A clear, firm policy, addressing student behaviors is in place and is consistently enforced.
- b. The intervention process for students (Student Study Team) is effective.
- c. Boundaries/expectations for school staff are clearly communicated and consistently enforced (e.g., school policies, organizational rules, parent support for family meetings, and family rules). The school fosters an continuous discussion of norms, rules, goals and expectations for staff and students.
- d. Staff model behavioral expectations developed for students and themselves.
- e. The school offers staff development on policy and procedural issues and effective classroom management.

## **SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT (cont.)**

### **4. Caring and Support**

- a. Many types of incentives, recognitions, and rewards are in place for students.
- b. Structures and programs are in place in the school (e.g., counseling, support groups, home rooms, etc.) to increase caring and support for students.
- c. Many types of incentives, recognition, and rewards are in place for staff.
- d. The reward system for staff includes recognition for individual risk-taking and achievement. The school has a climate of kindness and encouragement.
- e. Resources needed by students and staff are secured and distributed fairly at the school.
- f. The school ensures that all children have some caring and support by providing school programs such as mentorships and community support groups that can provide unconditional caring, listening, encouragement, and support.
- g. The school organizes programs so that students identified in at-risk situations have regular contact with at least one caring adult at the school.

### **5. High Expectations**

- a. Staff communicate the belief that all students can succeed clearly and frequently, providing all children with high expectations for success.
- b. Policy and practice assure that little or no labeling (formal or informal) or tracking of students takes place.
- c. Staff communicate the belief that all staff can succeed clearly and frequently.
- d. The school encourages increased understanding of each staff member's contribution and supports job sharing, teaming and other cooperative ventures.
- e. The school provides growth plans with clear outcomes, regular reviews, and supportive feedback.
- f. An attitude of "can do" permeates the school.

### **6. Opportunities for Meaningful Participation**

- a. Student programs which emphasize service to other students, school, and the community are in place.
- b. Students and staff are meaningfully involved in making decisions about the school including decisions about governance and school policy.
- c. Staff roles are defined to include organization-wide responsibilities.
- d. All members of the school community (students, parents, staff) are viewed as resources rather than as problems, objects, or clients.
- e. The school climate emphasizes and rewards probing assumptions, doing what really matters, and risk-taking.
- f. Each student should be involved in some positive school program, such as cross-age tutoring or support groups, clubs, or organizations.
- g. The school fosters Service Learning and/or Community Service.

## SECTION V: STUDENT SUCCESS TEAMS

Submit as Appendix A at least 35 Student Success Team summaries including all followup meeting forms filed immediately behind their respective initial meetings. You may submit summaries from April through June of 1999 that were **not** submitted previously with last year's application. Provide responses to these questions using a maximum of two pages, double-spaced (**pages 20, 21**).

1. Describe your Student Success Team (SST) process (one paragraph). Share your concerns about the SST process at your school (one paragraph). Explain your quantitative goals (e.g., percentage or numerical improvement in attendance, grade improvement, reduction of discipline referrals, etc. for increasing the number and quality of SSTs at your school.
2. In reviewing the students' SST summaries and then checking the respective follow-ups, report the positive results, student outcomes, and improvement areas that occurred. An example is: "Out of 16 students referred for attendance concerns, 13 improved at least one grade level in four subjects, and 10 missed less than 2 days a month."

## SECTION VI: STUDENT LEARNING LEVELS

In the recent augmentation of M&M program funds, the governor called for an evaluation of the M&M program before the state would approve further expansion. This year's M&M application requests the school's Academic Performance Index (API), and performance data for multi-funded student populations (SASR form). Schools obtain this test data from their district offices. The "multiple measures" include testing using the Stanford 9, district or state standards-based tests, and various classroom assessments. To make reporting data uniform among all SB 65 schools, schools will continue to submit the Standards-Based School Achievement (SBSA) Summary form for multifunded students using the Stanford 9, results. All SB 65 M&M schools will complete the Academic Performance Index School Report, including it as page 23.

In addition to submitting the Standards-Based School Achievement (SBSA) Summary report form, respond in a narrative to the following questions (Pages 24-26):

1. What quantitative learning goals did your school set for the 1999-00 school year? What multiple measures did the school use to review the progress of Special Education, Title I, Bilingual and other special multifunded school populations? Describe the school's success or lack of success. Report your API results as Appendix D using quantitative data and be as specific as possible, reporting the progress of multifunded students with that of the school as a whole.
2. Using the SBSA and API forms and state or district standards as norms, compare scores of all multifunded groups in one grade level with the scores of all students in one grade level showing the percentage of multifunded students scoring at or above grade level. Describe the process your school used to analyze the scores and list any improvements made to the academic program that resulted from an examination of student learning findings. Describe specific examples how this learning inquiry has improved scores. Complete the API school report form using published information.

## SECTION VI: STUDENT LEARNING LEVELS

3. **(Optional Multiyear Comparison Response for Model Program Consideration)**  
Compare the performance of one grade's score with the following year's score for the same groups. For instance, report the 1998-99 fifth grade reading scores of the English Learners with the fifth grade as a whole. Then report this group's information from previous years, e.g., 1997-98. After completing the SASR and API school report forms, explain the results on your narrative pages in any form that you find most helpful (e.g., graphs, lists, quantitatively supported narratives).
4. If possible, base your findings on multiple measures, student performance indicators including analyses of portfolios, supported by running records and other authentic assessments. Limit your response to no more than four pages, double-spaced (The Student Achievement School Report (SASR) form is page 22, the Academic Performance Index School Report (API) is page 23, and the narrative pages are 24-26.)
5. The information should be presented in a manner to ensure the reader can clearly identify the following information in your report:
  - a. the percentage of the multi-funded student populations served (e.g., Title I, ELL Special Education) and the proportion of those populations represented in the sample reported (e.g., 35 Special Education students comprises 60 percent of the school's Special Education students);
  - b. grade level(s) that you are examining (e.g., 1997-98 third grade, 1998-99 fourth grade) and years that the assessment was done (e.g., 1997-98 and 1998-98);
  - c. include the school's **Academic Performance Index** (API) School Report form as page 23;
  - d. the name of the test(s) or assessment method(s) used (e.g., SAT 9) and scores obtained or other results (e.g., SABE, Gates-McGinitie and/or alternative assessments);
  - e. what decisions, if any, did the school make from the reviewing the number of students achieving below grade level standards.

## SECTION VII: SCHOOL SITE COUNCIL

Write a narrative analysis about the role the School Site Council played at your school in 2000-2001. Use one page, double-spaced (**page 28**) for this narrative. Also submit all School Site Council Minutes (not agendas) including a minimum of four meetings as Appendix B at the end of this application.

## SECTION VIII: QUALITY INNOVATIVE AND PARENT PROGRAMS

1. In this section please describe and showcase any innovative programs/services (other than Student Study Teams, School-Based Coordination, and the School Site Council) at your school that have facilitated improvement in student attendance, attitude, and achievement. You may include student populations not specifically mentioned in the *M&M Guidelines* that your school is currently serving, e.g., abused children, pregnant and parenting teens, physically challenged students, etc. Cite specific examples and evidence of student success.



## **SECTION VIII: QUALITY INNOVATIVE AND PARENT PROGRAMS (cont.)**

1. Write a one page, double-spaced narrative (**page 30**) for this section. Use specific quantitative student performance data or an anecdotal example to demonstrate the strength of the programs you describe.
2. Give specific examples of programs/services that address the needs of parents at your school and provide evidence of the extent to which parents participate and benefit from these programs. Use specific quantitative student performance data or an anecdotal example to demonstrate the strength of the programs you describe. Write a one-page, double-spaced narrative (**page 31**) for this section.

## **SECTION IX: SCHOOL GOALS**

In the 1999-2000 M&M application each school identified and submitted a schoolwide goal. Please report the progress your school made on this goal. As a result of this review of your school's performance in 1999-00 school year, identify a **different** schoolwide goal for the next school year, 2000-01. The new goal should focus on one or more of the following: student attendance, student attitude, and/or student achievement. Please indicate how this goal will be measured and how its attainment will be recognized and celebrated by parents, staff, and students. Write a one-page, double-spaced narrative (**page 32**)

## **SECTION X: APPENDICES**

After **page 33** add Appendices. Please label each section clearly.

Appendix A, 35 Student Study Team Summaries with follow-up documentation

Appendix B, 4 or more School Site Council minutes with member signatures

Appendix C, Evidence of School-Based Coordination of Services (5 pages)

Appendix D, CDPN Conference Model Program Submission (optional).

***California Dropout Prevention Conference***  
***October 10-13, 2000***  
***Model Program Concurrent Session Proposal (Optional)***

**The Educational Options Office showcases Model Programs at the annual Dropout Prevention Conference as the Model Program Repository.** If you have a successful program you wish included in this repository, please complete the following questions:

1. Program Title:
  
2. Program Subject: Area (e.g. gang reduction, resiliency, etc.):
  
3. Is your program or strategy "transportable," i.e., is it workable at other schools? If so, please share a written description of it for the M&M Model Program Repository. Use other page(s) to describe the program in Appendix D at the end of this application.
  
4. Describe the measurable evidence you have of the success of this program or strategy.
  
5. Program Manager/Contact Person \_\_\_\_\_  
Address \_\_\_\_\_ Phone (     ) \_\_\_\_\_  
City/State/Zip \_\_\_\_\_ FAX (     ) \_\_\_\_\_

Include a stamped, self-addressed postcard attached to the cover page of each application. The returned postcard will serve as notification to your school that the California Department of Education has received your application by May 15, 2000, the deadline date. Please retain a copy at the school and mail the original application to:

**Marco Orlando, Consultant**  
**California Department of Education**  
**Educational Options Office**  
**660 J Street, Suite 400**  
**Sacramento, CA 95814.**